

IHE Master's Performance Report

University of North Carolina Wilmington

2013 - 2014

Overview of Master's Program

The Watson College of Education at the University of North Carolina Wilmington offers 5 Master's and doctoral degrees: the Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), Master of Science in Instructional Technology (M.S.), Master of School Administration (M.S.A.) and an Educational Doctorate (Ed.D.) in Educational Leadership and Administration.

The M.Ed. program has been recently consolidated to offer one degree with several specializations:

- Academically and Intellectually Gifted
- Curriculum/Instruction & Supervision
- Elementary Education
- English as a Second Language
- Higher Education
- Language and Literacy Education (Reading)
- Leadership, Policy, and Advocacy in Early Childhood Education (to begin Fall 2014)
- Middle Grades Education
- Physical Education and Health
- Secondary Education (English, History, Mathematics, Science)
- Spanish Education

The Masters of Arts in Teaching degree has also been consolidated under one degree to entail three specializations:

- Secondary Education (in the academic disciplines of English, mathematics, science, and social studies),
- Middle Grades Education (in the academic disciplines of language arts, mathematics, science, and social studies)
- Elementary specialization

The Watson College of Education has been approved to offer the following graduate level certificate programs:

- Online Teaching and Learning (beginning Fall 2014)
- College Teaching and Learning (beginning Fall 2014)

- Instructional Technology Specialist (ITS) & 079 Endorsement in Educational Computing and Technology Facilitation

The specializations allow candidates more flexibility to earn additional licensure, the arrangement of coursework makes more efficient use of courses across specializations, and additional options can be implemented per candidate interest.

The specializations focus on development of advanced skills and competencies in: knowledge of learners including those with diverse or special needs, assessment and instructional techniques, conducting and evaluating research (including action research and specific inquiry topics), connecting subject matter and learner needs, and leadership strategies. The programs extend the INTASC standards required for initially licensed teachers and NBPTS expectations, address state guidelines and competencies, and incorporate the NC Professional Teaching and Executive standards and those standards developed by NCATE and national specialty area associations. The programs are consistent with the Watson College of Education's mission and commitment to our values of advocacy, diversity, ethics, global perspectives, innovation, and inquiry, in a nurturing and reflective context.

Special Features of Master's Program

Graduate programs in the Watson College of Education at UNCW focus on applications of research into practice and infusion of technology in instruction. Students are required to enroll in practica where they apply the concepts learned in the program, and they must conduct an action research, inquiry project, or culminating project in the form of a portfolio, comprehensive exam, or thesis prior to program completion. These exit requirements demonstrate the relationships between theory and practice, and also document the students' development as educational leaders. Many of the courses utilize cooperative learning and peer group strategies to foster the collaboration skills necessary for success as instructional leaders.

The analytical, reflective, and writing skills developed in the programs have assisted students with the National Board for Professional Teaching Standards process. The Watson College of Education offers all graduate courses at times determined most assessable to working teachers and educators: at night, summer II (after the close of the traditional academic year), and/or online to enable both full and part-time students to complete the programs. Brief descriptions of the programs are included below.

The **Curriculum/Instruction & Supervision** specialization provides advanced study for individuals preparing to be effective school and district level curriculum and instructional leaders who will play a supervisory role in the professional development of others.

The specialization in **Elementary Education** (M.Ed. and M.A.T.) addresses the need for conceptual and procedural bases for decision-making and for specific alternatives within the teacher's anticipated area of practice.

The **Higher Education** specialization provides social, historical, philosophical, developmental, and international perspectives of postsecondary education, and prepares students to be leaders in the Higher Education context.

The **Language and Literacy** specialization addresses the acquisition and development of literacy, and is designed to develop skills in decision-making for specific literacy practices and development of structured reflection skills.

The **Leadership, Policy, and Advocacy in Early Childhood Education** specialization is an interdisciplinary program designed for those who want to work as a leader in the field of family and child advocacy, and is rooted in the necessity of support mechanisms to provide healthy development, growth, and education of families and children.

The **Middle Grades Education** specialization (M.Ed. and M.A.T.) is designed to enhance skills in teaching young adolescents at the middle grades level focusing on the role and function of the teacher as decision-maker. Due to low enrollment numbers, admission to the MEd (Middle Grades) has been suspended.

The **Secondary Education specialization** (M.Ed. and M.A.T.) provide advanced study in content and pedagogy. There are two opportunities within the Secondary Education MEd specializations: dual degree enrollment currently available to students of Galen University in Belize, and the domestic-centered secondary specialization at the UNCW main campus. Due to low enrollment numbers, admission to the MEd (Secondary Grades) has been suspended.

The K-12 areas (**AIG, ESL, PE/H, Spanish**) allow teachers to advance their studies by improving their knowledge and skills and seek additional licensure in one of these four areas of interest.

The **Master of Science in Instructional Technology** (MIT) focuses upon the five comprehensive domains of instructional design, instructional development, utilization, management, and evaluation.

The **Master of School Administration** (MSA) program combines preparation in essential technical knowledge and skills (research design and implementation; program design and evaluation; legal issues; policy formulation; instructional leadership) with continuous emphasis on reflective practice. More details can be found in the MSA report.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	7
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	10
	Hispanic	1	Hispanic	4
	White, Not Hispanic Origin	18	White, Not Hispanic Origin	97
	Other	2	Other	2
	Total	23	Total	121
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	
	Other		Other	
	Total	1	Total	1
Part Time				
	Male		Female	
Graduate	American Indian/Alaskan Native		American Indian/Alaskan Native	2
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	15
	Hispanic	1	Hispanic	4
	White, Not Hispanic Origin	32	White, Not Hispanic Origin	124
	Other	2	Other	2
	Total	37	Total	149
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	6
	Hispanic		Hispanic	3
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	53
	Other		Other	
	Total	8	Total	65

B. Lateral Entry/Provisionally Licensed Teachers Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (K-12)		
Special Service Personnel (K-12)		
Other		
Total	0	0
Comment or Explanation: Lateral entry teachers are not served in our graduate programs. All students seeking licensure at the graduate level are enrolled in our MAT (degree-seeking) programs and are counted in those numbers.		

C. Quality of students admitted to programs during report year.

Masters- Degree	
MEAN GPA	3.43
MEAN MAT New Rubric	404
MEAN MAT Traditional	N/A
MEAN GRE New Rubric	298
MEAN GRE Traditional	983
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	6.99
NUMBER EMPLOYED IN NC SCHOOLS	193
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.	
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Graduate		Graduate Licensure Only	
PC Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license	PC	LC	PC	LC
Prekindergarten (B-K)				
Elementary (K-6)	5	27		
Middle Grades (6-9)	5	9		
Secondary (9-12)	11	10		
Special Subject Areas (K-12)	12	12		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel	10	3	1	
Total	43	61	1	
Comment or Explanation:				

E. Scores of program completers on professional and content area examinations.

	2012 - 2013 Program Completers Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
English	3	*
MG-Language Arts	8	100
MG-Math	5	100
MG-Science	5	100
MG-Social Studies	5	100
Science (9-12)	3	*
Social Studies (9-12)	1	*
Institution Summary	30	97
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	12	1		1		
Masters-First Awarded	36		1			
G Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Masters-Upgrade/Add-On	16	16	7	4	2	4
Masters-First Awarded	9	3				1
G Licensure Only	2	1	1			
Comment or Explanation: 9 or more semesters (M-Up/Ao)= 4; Others= 0						